

ливості порівняння декількох співробітників; формування кадрового резерву. Однак недоліком є значні витрати фінансових ресурсів та часу.

В цілому, процес проведення оцінювання ефективності роботи співробітників уособлює в собі декілька етапів:

1. Аналіз діяльності компанії в цілому, формулювання стратегічних цілей та бажаних характеристик для персоналу.
2. Формулювання критеріїв оцінювання та визначення поняття «ефективності» для відповідного працівника, його посадових обов'язків.
3. Вибір методології оцінювання діяльності працівника, з урахуванням обраних критеріїв.
4. Процес оцінювання та аналізу співробітника за методом.
5. Інтерпретація отриманих результатів.
6. Формування подальшої стратегії в залежності від отриманих результатів.

### Література

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### THE PROBLEMS OF RESEARCHING STUDENT'S PROFESSIONAL MOTIVATION

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The professional formation of a future specialist begins at a higher educational institution. Here, the learner receives knowledge, skills, abilities related to his future profession, masters the correctness of one's speech, becomes more aware of his inclinations and abilities and their aptitude to future professional activity.

One of the most important conditions for the education of a future specialist is the suitability of his interests, inclinations and abilities to the chosen profession. What mostly influences a specialist and what motives a person is guided by in his activities will depend largely on the motivation for choosing a profession. Satisfaction with the chosen profession, enthusiasm for one's work will be determined by awareness of the importance and need of the profession, its correspondence to interests and abilities. If the profession is chosen against a person's wishes, due to certain circumstances, this leads to dissatisfaction with the profession, causes a number of negative emotions, fatigue, indifference, etc.

However, as psychological problems of professional and vocational activity are investigated in a considerable number of works. As a rule, professional motives are considered within such problems as self-determination [1, p. 151], motivation for choosing a profession, professional orientation, professional interest [1, p. 153–155]. Therefore, the motivation for choosing a profession is understood as such a system of incentives that is formed in a person for a specific type of productive work, taking into account its social significance, individual capabilities and personal interests.

Researching the problem of professional orientation, the authors [2] single out three main stages: 1) preliminary, pre-university, which ends with the choice of a life path and the primary manifestation in this choice of professional orientation; 2) basic, university, in which professional orientation is formed in the process of studying students in a higher educational institution; 3) post-university, which is characterized by the formation of a professional orientation in the work of a young specialist [2].

The authors single out four stages of an individual's life, directly related to the formation of his motivational sphere: pre-professional, choosing a profession, professional training, professional activity. Motives of professional training, according to the authors [2], depend on the attitude to learning (and the level of preparation) already formed at school and the attitude to the chosen profession (as a set of motives for choosing a profession). This determines the expediency of a dual consideration of these motives.

The connection between professional and educational motives can also be traced in the works of other authors. Analyzing the works of foreign experience on the formation and development of professional motivation of students of the Faculty of Physics and Mathematics[2], the results of an experimental study by Rizwan and Hassan on the professional readiness of the students, it can be argued that the professional competence of the teacher and the student's professional and cognitive needs are the basis for becoming a highly qualified specialist, meets the modern demands of society, determines the significance of one's individuality and high competitiveness.

Speaking about the activity of mastering a profession, such motives as professionally cognitive, professionally valuable are distinguished, due to which learning is perceived as preparation for future professional activity, and the activity of training specialists in a higher educational institution is called educational-professional. Such concepts as the educationally professional motivational complex consisting of the educational-professional and professionally scientific motivational complexes are also introduced, each of which represents a hierarchy of motives corresponding to the educational and professional activity of students [3, 4].

Haase singles out a professionally cognitive need, which is manifested in an interest in knowledge, specific for future professional activity, and a need for higher education as a desire for a certain status in society. According to the scientists, the leading need in the student's educational activity should be the professionally cognitive need [5].

Focusing on the motives that encourage students to learn better, Komarraju, Swanson, Nadler singled out two groups of motives based on the dual nature of the educational activities of students at universities, namely: professional and extracurricular. In professional motives, the authors distinguish two poles, which characterize formal and informal attitudes to education. These are motives such as “get a higher education” and “I want to become a good specialist in the future.” Among cognitive inner motives were mainly the motives of interest. By the way, professional motives prevail over extracurricular ones [6].

Bernaus defines professionally significant motives as those that reflect the personal attitude of those who study, to public duty, their professional competence and themselves as a subject of professional activity. The author singles out the following as the leading motivational components: service to public duty, the desire to achieve professional competence, and self-assessment of professional adequacy [7].

Gardner divides professional motives according to their origin into social, community, procedural and stimulating. The task of forming motives, in his opinion, is considered as ensuring the dominance of social, socially important motives. According to this, behavior and activity are regulated not by one, but by a whole set of motives. Among the four groups of motives identified by Gardner, the leading place, in his opinion, belongs to social motives. The scientist actually equates the concepts of “professional motivation”, “motivation for choosing a profession”, “professional motives”, “motives for choosing a profession” [7].

We believe that the concept of “professional motivation” is broader than the concept of “professional motives”, based on the general concept of “motivation”. In our understanding, professional motivation presupposes

not only the presence of appropriate motives, goals, interests in the future profession, but also a set of individual inclinations and abilities for the relevant activity.

The analysis of the psychological literature on the problem of professional motivation allowed us to identify the following structural components in it: the desire to obtain a higher education; interest in the profession; professionally cognitive motives (or the desire to become a good specialist in the future); pragmatic motives; ability to master knowledge.

Readiness for self-discovery, the ability to organize one's own activities, the formation of guidelines for self-education during life are the basis of professional self-realization of an individual. Therefore, the motivation of professional self-development should be based on the achievement of this goal [7].

One of the ways of forming the professional orientation of students is to expand their professional experience, which they acquire in the process of professional practice. In the course of practice, the knowledge and skills formed in the process of studying professionally oriented disciplines are refined and corrected. Practice is the litmus test that reveals the presence (or lack) of interest in the chosen profession, life attitudes related to this profession, and the degree of readiness to carry out professional activities. Therefore, in order to raise the level of modern specialists on the competitive global labor market, the essential task is the development of professional motivation among students of higher educational institutions. Professional motivation is an important factor in the successful implementation of highly qualified specialists. The higher school should constantly increase motivation for students in professional activities through the connection with the practice of the chosen profession, highlighting the possibilities of positive use of professional experience[1].

Also, teachers should focus students' attention on advantages of the profession being acquired (the study showed that the shortcomings of students and so well identified), on the role of professionalism and competence as the key to successful professional self-realization and decent earnings.

Considering the pragmatism of modern youth, whose representatives are students, you should not deny the relatively low level of income, which gives the teaching profession, however, considering the problem comprehensively, it should not to avoid issues of the teacher's successful professional activity as a mechanism for personal self-actualization, establishment of intergenerational continuity.

### **Conclusions:**

1. The motivational component is one of the important factors of formation a professionally suitable teacher along with the implementation of content and operational components of professional training.

2. The education of students at a pedagogical university should cultivate multi-motivated character, and its content affects the motivational one readiness for future professional activity.

3. The main effective factors in the formation of professionally oriented motivation among the students is the teaching and educational activity of teachers, the content of general university education and pedagogical practice.

4. Graduate students showed a conscious and critical attitude to the profession they acquire, but not everyone is ready for a professional activity in accordance with professional training.

5. Work on the formation of positive motivation of university students to future professional activity should start with finding out the actual determinants of the professional selection of the first-year students and further have both systematic and expanded character with the involvement of pedagogical innovations, demonstrations the best examples of pedagogical skills and capabilities.

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